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ABSTRACT

Patterns that emerged from reviewing syllabi for courses on faculty issues are discussed, and four sample syllabi are presented. Few doctoral programs in higher education administration were identified that devote an entire course to the subject of American college and university faculty. For four courses that did devote an entire course to the academic profession, there was great similarity/overlap in the principles of organization of the course material. The basic pattern is as follows: the historical antecedents of the modern academic role as well as the current status of the profession; an examination of the academic career, including recruitment and the career ladder; the core academic work activity/role components; faculty/academic culture; the role that members of academia play in the larger society; American professors in comparison to professors in other countries; and subgroups of faculty, such as women, minorities, and part-timers. Information on assignments/course requirements for four courses is presented, along with a list of the most frequently used texts. Syllabi are presented from the State University of New York at Buffalo, University of Pittsburgh, the University of Michigan, and Seton Hall University. A list of members of the course syllabi network is included. (SW)

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Clearinghouse for Course Syllabi in Higher Education

FACULTY ISSUES

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A Project of the

Association for the Study of Higher Education

Committee on Curriculum, Instruction, and Learning

1986

FACULTY ISSUES

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A DESCRIPTION OF COURSE ON FACULTY AND FACULTY ISSUES IN HIGHER EDUCATION DOCTORAL PROGRAMS

The first observation to be made is that very few higher education doctoral programs devote an entire course to the subject of American college and university faculty. Only four such courses were identified; Blackburn's at Michigan; Altbach's at SUNY Buffalo; Weidman's at Pittsburgh; and Finkelstein's at Seton Hall (it appears that new courses on the professoriate are about to be established by Schuster at Claremont, H. Astin at UCLA and Poppenhagen at Hawaii in 1986). Most higher education doctoral programs focus on the professoriate segmentally in the form of courses on particular aspects of the academic professions that are most directly related to the training of higher education administrators. These include courses that focus--(1) explicitly on faculty's employment relationship with their organizations, e.g., academic personnel policies (terms of employment, tenure/promotion policies; faculty evaluation; retrenchment, etc) e.g., Lonsdale's at NYU: (2) on the form/model that the employment relationship might take, i.e., courses on faculty collective bargaining e.g., Birnbaum's at Teacher College; (3) on college teaching or teaching improvement (often courses that focus for the most part on curriculum and learning theory) e.g., Austin's at Oklahoma State and Smith's at Florida; and (4) special current topics, such as "Ethics in the Academic Profession;" or faculty work performance (teaching research, and service roles) at the University of Hawaii.

Some doctoral programs do attempt to treat the academic profession comprehensively, but do so as one part or section of a comprehensive, introductory survey course or seminar in higher education (e.g., Cresswell at Nebraska; Webster at Penn).

A Brief Description of the "Full Courses"

Among the doctoral programs that devote an entire course to the academic profession, how is the subject organized/conceptualized? An examination of the four full courses reveals

a remarkable similarity/overlap in the principles of organization of the course material. The basic pattern is as follows: an introductory overview that attends to the historical antecedants of the modern academic role as well as the description of the current status of the profession (demographics - who are the professors); an examination of the academic career, including recruitment to the profession (professional socialization and career entry mechanisms, e.g., sponsorship) the career ladder and what determines how far and how fast one ascends (including job market activity and job changing); the core academic work activity/role components, i.e., teaching, research, and service, including participation in campus governance and in the life of the academic disciplines (at least one session devoted to each of these core functions); an examination of faculty/academic culture (the norms and values that guide work performance and rewards, including merit, professional autonomy, academic freedom/tenure,); a sociological examination of the role that members of this occupational grouping play in the larger society, including a look at the participation of professors vis-a-vis other professional groups in political, religious, community and family life; a comparative examination of American professors vis-a-vis professors in other industrialized nations and third world nations as a means of identifying/clarifying the major assumptions that shape academic life in this country; some attention to particular sub-groups of faculty, e.g., women and minority faculty or part-time faculty, and to particular issues related to faculty, e.g., faculty career development, faculty evaluation, ethics, etc.

Beyond these common components, courses differ at the margin in terms of including explicit attention to theoretical frameworks/models for the study and understanding of faculty (Blackburn) and/or more highly developed emphasis on one of these areas than others (Altbach on comparative).

This similarity in organization/conceptualization is reflected in a remarkable similarity or convergence in the

resource material employed. Among the general texts, the most frequently used was Finkelstein's The American Academic Profession (Ohio State University Press, 1984), followed by L. Wilson's American Academics: Then and Now (Oxford University Press, 1979). Also used in at least one course was L. Lewis' Scaling the Ivory Tower (John Hopkins University Press, 1975); R. Chait and J. Ford's Beyond Traditional Tenure (Jossey-Bass, 1980); T. Caplow's and R. McGee's The Academic Marketplace ( ). One also finds that in particular topical areas, certain resources/texts tend to be employed across the board. In the comparative area, it is Altbach's Comparative Perspectives on the Academic Profession (Praeger, 1978) and excerpts from Joseph Ben-David's work. In studying graduate student socialization/recruitment, it is Katz and Hartnett's Scholars in the Making (Ballinger, 1979). In studying rewards, it is Howard Tuckman's work, most notably Publication, Teaching and the Academic Reward System, (Lexington, 1976). For the work role, it is Austin's and Gamson's monograph on The Academic Workplace (ERIC-AAHE, 1983). For politics, it is Ladd and Lipset's The Divided Academy, McGraw-Hill, 1975). For ethics, it is David Dill's special issue of the Journal of Higher Education, devoted to "Ethics in the Academic Profession."

Assignments/Course Requirements

Of the four courses for which data are available, three require either a research project (in one case, a group/class project) or an extended term paper related to the study of faculty and/or current issues in the academic profession. In addition, three of the four require either short papers and/or take home examinations. Moreover, all require extensive reading assignments beyond the text assigned.

The Part-Courses

Among the part courses, virtually all focus on faculty for four or five sessions. There tends, however, as in the case of the whole courses, to be a remarkable congruence/

overlap in the organization/content of those four-five sessions. They tend to focus on three basic areas; faculty development and faculty evaluation; faculty work experience/ work role/work load; academic career trajectory/development/ cycle/ladder/stages, including the reward system recruitment to the professions, and mobility. The readings tend to be quite diverse and differ from course to course, but are broadly speaking, congruent with the full courses in the various topical areas.

EXAMPLARY COURSE SYLLABI ARE ATTACHED

- Blackburn's
- Altbach's
- Weidman's

STATE UNIVERSITY OF NEW YORK AT BUFFALO

Department of Educational Organization,, Administration and Policy

COMPARATIVE PERSPECTIVES ON THE ACADEMIC PROFESSION

OAP 533 Spring, 1985

Philip G. Altbach
428 Baldy Hall
636-2487

The seminar has two main purposes: to consider aspects of the contemporary academic profession and to participate in a research project that will be designed and carried out by seminar participants. Among the topics to be considered are the attitudes and values of academics, work styles in different kinds of institutions, the role of the academic in Third World and European nations, collective bargaining and the academic profession, the academic job market, and the socialization process in higher education.

The seminar requires active participation in class discussions and in the research project. Students will participate in a collaborative class research project that will focus on aspects of the academic profession in this area. The project will constitute 40% of the grade for the seminar. The remaining 60% will be based on two take-home essay examinations of five pages each, one to be given at mid-term and the other at the end of the semester.

The following books will be used extensively in the course. They are available at the Talking Leaves Bookstore, 3144 Main Street, Buffalo (near the Main St. Campus).

Martin J. Finkelstein, The American Academic Profession, (Columbus, Ohio: Ohio State University Press, 1984).

P. G. Altbach, ed., Comparative Perspectives on the Academic Profession (New York: Praeger, 1977).

Lionel S. Lewis, Scaling the Ivory Tower: Merit and Its Limits in Academic Careers, (Baltimore, Md.: Johns Hopkins University Press, 1975).

Edward Shils, The Academic Ethic, (Chicago: University of Chicago Press, 1983). (paperback)

January 28: Introduction: The Profession and the Research Project

Required reading:

*Lionel Lewis and Philip G. Altbach, "Secularism and Survival: An Academic Portrait," Liberal Education, 68 (Fall, 1982), pp. 167-180.

*Philip G. Altbach, "The Crisis of the Professoriate," Annals of the American Academy of Political and Social Science, 448 (March, 1980), pp. 1-14.

Martin J. Finkelstein, The American Academic Profession, pp. 33-42.

*Logan Wilson, "Dialectic Aspects of Recent Change in Academe," Annals of the American Academy of Political and Social Science, 448 (March, 1980), pp. 15-24.

February 4: Comparative and Historical Overview

Required reading:

Philip G. Altbach, "The Academic Profession: An Uncertain Future" in P. G. Altbach, ed., Comparative Perspectives on the Academic Profession, pp. 1-8.

Martin J. Finkelstein, "The Emergence of the Modern Academic Role," in The American Academic Profession, pp. 7-32.

*Joseph Ben-David, "The Profession of Science and Its Powers," Minerva, 10 (July, 1982), pp. 362-383.

Edward Shils, The Academic Ethic, (Chicago: University of Chicago Press, 1983), pp. 1-104.

Recommended reading:

Joseph Ben-David and A. Zloczower, "Universities and Academic Systems in Modern Societies," European Journal of Sociology, 3 (no. 1, 1962), pp. 45-84.

Charles Haskins, The Rise of Universities, (Ithaca, N.Y.: Cornell University Press, 1957), pp. 27-58.

Laurence Veysey, The Emergence of the American University, (Chicago: University of Chicago Press, 1965), pp. 263-438.

Edward Shils, "The Academic Ethos Under Strain," Minerva, 13 (Spring, 1975), pp. 1-37.

David Lodge, Changing Places, (Harmondsworth, England: Penguin, 1979). A Novel.

February 11: New Realities in Academe

Required reading:

*Philip G. Altbach, "Stark Realities: The Academic Profession in the 1980s" in P. G. Altbach and R. Berdahl, eds., Higher Education in American Society, (Buffalo, NY: Prometheus, 1981), pp. 221-238.

*Carol Herrnstadt Shulman, Old Expectations, New Realities: The Academic Profession Revisited, (Washington, D.C.: American Association for Higher Education, 1979), pp. 1-46.

*Kenneth Mortimer and Michael Tierney, The Three "R's" of the Eighties: Reduction, Reallocation and Retrenchment, Washington, D.C. American Association for Higher Education, 1979), pp. 1-56.

Recommended reading:

Emily K. Abel, Terminal Degrees: The Job Crisis in Higher Education, (New York: Praeger, 1984).

Roger G. Baldwin and Robert T. Blackburn, eds., College Faculty: Versatile Human Resources in a Period of Constraint, New Directions for International Research, No. 40 (1983).

Lewis C. Solmon, et al., Underemployed Ph.D.'s, (Lexington, Mass.: Lexington Books, 1981).

William G. Bowen, "The Junior Faculty: A Time for Understanding and Support," Change. (July-August, 1984), pp. 22-31.

February 19 (Tuesday) Professors as Administrators

Required reading:

Lionel Lewis, Scaling the Ivory Tower, pp. 181-200.

*Jacques Barzun, The American University, (New York: Haprer and Row, 1968), pp. 95-137.

*Logan Wilson, American Academics, (New York: Oxford University Press, 1979), pp. 81-99.

Recommended reading:

Thorstein Veblen, The Higher Learning in America (New York: Hill and Wang, 1957).

N. J. Demerath, et al., Power, Presidents and Professors, (New York: Basic Books, 1967).

Michael D. Cohen and James G. March, Leadership and Ambiguity: The American College President,

Logan Wilson, The Academic Man, (London: Oxford University Press, 1942), pp. 71-93.

February 25: Teaching and Research

Required reading:

*Pierre van Den Berghe, Academic Gamesmanship, (New York: Abelard-Schuman, 1970), pp. 71-114.

Lionel Lewis, Scaling the Ivory Tower, pp. 18-46.

*Oliver Fulton and Martin Trow, "Research Activity in American Higher Education," Sociology of Education, 47 (Winter, 1976), pp. 29-73.

*Martin J. Finkelstein, The American Academic Profession, pp. 87-153.

*Lionel Lewis and Vic Doyno, "The Definition of Academic Merit," Higher Education, 12 (December, 1983), pp. 707-720.

*J. H. Hexter, "Publish or Perish: A Defense," in C. Anderson and J. Murray, eds., The Professors, pp. 123-142.

Recommended reading:

Talcott Parsons and Gerald Platt, The American University (Cambridge, Mass.: Harvard University Press, 1973), pp. 103-162.

William R. Brown, "The Dependent Entrepreneur: Individual Performance in Academia," in W. B. Brown, Academic Politics, (University, Alabama: University of Alabama Press, 1982), pp. 17-39.

Peter M. Blau, The Organization of Academic Work, (New York: Wiley, 1973), pp. 1-19, 237-244.

Joseph Ben-David, The Scientist's Role in Society, (Englewood Cliffs, N.J.: Prentice Hall, 1971), pp. 108-185.

Burton R. Clark, The Higher Education System, (Berkeley: University of California Press, 1983), pp. 28-71.

Michael D. Faia, "Teaching, Research and Role Theory," Annals of the American Academy of Social and Political Science, 448 (March, 1980), pp. 36-45.

Richard I. Miller, Evaluating Faculty Performance, (San Francisco: Jossey-Bass, 1972).

Robert Blackburn, "Careers for Academics and the Future Production of Knowledge," Annals of the American Academy of Political and Social Science, 448 (March, 1980), pp. 25-35.

Michael Faia, "Teaching and Research: Rapport or Mesalliance," Research in Higher Education, 4 (1976), pp. 235-246.

March 4: The Academic Pecking Order: Institutions and Functions

Required reading:

*David Riesman, Constraint and Variety in American Education, (Garden City, N.Y.: Doubleday, 1958), pp. 25-65.

*Christopher Jencks and David Riesman, The Academic Revolution, (Chicago: University of Chicago Press, 1977), pp. 1-27, 155-198, 334-509.

*Howard London, The Culture of A Community College, (New York: Praeger, 1978), pp. 29-59.

*Alvin W. Gouldner, "Cosmopolitans and Locals: Toward an Analysis of Latent Social Roles," Administrative Science Quarterly, 2 (December 1957 and March 1958), pp. 281-303 and 444-467.

Recommended reading:

Diana Crane, "Scientists at Minor and Major Universities: A Study of Productivity and Recognition," American Sociological Review, 30 (October, 1965), pp. 699-714.

Pierre van Den Berghe, "The Academic Pecking Order," in P. van Den Berghe, Academic Gamesmanship, pp. 7-21.

Stephen Cole and Jonathan Cole, "Scientific Output and Recognition: A Study in the Operation of the Reward System in Science," American Sociological Review, 32 (June, 1967), pp. 377-390.

P. D. Allison and J. A. Stewart, "Productivity Differences Among Scientists: Evidence for Accumulative Advantage," American Sociological Review, 34 (August, 1974), pp. 596-606.

Harriet Zuckerman, "Stratification in American Science," Sociological Inquiry, 40 (1970), pp. 235-257.

Warren Hagstrom, "Inputs, Outputs and the Prestige of University Science Departments," Sociology of Education, 44 (1971), pp. 375-397.

March 11: The Academic Career Ladder: Tenure and After

Required reading:

Martin J. Finkelstein, The American Academic Profession, pp. 43-86

Lionel Lewis, Scaling the Ivory Tower, pp. 109-146.

*Michael C. T. Brookes and Katherine L. German, Meeting the Challenges: Developing Faculty Careers, (Washington, D.C.: Association for the Study of Higher Education, 1983), pp. 6-37.

*Lionel Lewis, "Academic Tenure: Its Recipients and Its Effects," Annals of the American Academy of Political and Social Science, 448 (March, 1984), pp. 86-101.

*Bardwell Smith, et al., The Tenure Debate, (San Francisco: Jossey-Bass, 1973), pp. 9-33.

*Joseph Scimecca, "On 'Coming Up' for Tenure," American Sociologist, 11 (November, 1976), pp. 199-208.

Recommended reading:

Neal Whitman and Elaine Weiss, Faculty Evaluation: The Use of Explicit Criteria for Promotion, Retention and Tenure, (Washington, D.C.: American Association for Higher Education, 1982).

Commission on Academic Tenure, Faculty Tenure, (San Francisco: Jossey-Bass, 1973).

E. T. Silva, "Faculty Images of Power and Knowledge," in P. G. Altbach, et al., eds., Academic Supermarkets, (San Francisco: Jossey-Bass, 1971), pp. 170-189.

John S. Waggaman, Faculty Recruitment, Retention and Fair Employment, (Washington, D.C.: Association for the Study of Higher Education, 1983).

Diana Crane, "The Academic Marketplace Revisited: A Study of Faculty Mobility Using the Cartter Ratings," American Journal of Sociology, 75 (1970), pp. 953-964.

S. M. Lipset and E. C. Ladd, Jr., "The Changing Social Origins of American Academics," in R. K. Merton et al., Qualitative and Quantitative Social Research, (New York: Free Press, 1979), pp. 319-338.

Susan W. Cameron and Robert T. Blackburn, "Sponsorship and Academic Career Success," Journal of Higher Education, 52 (No. 4, 1981), pp. 369-377.

March 18: Faculty Culture: Institutional Norms and Values

(Midterm essay exam given out. Due in class on March 25)

Required reading:

*David W. Leslie, et al., Part-Time Faculty in American Higher Education, (New York: Praeger, 1982), pp. 1-47.

*W. A. Melendez and R. de Guzman, Burnout: The New Academic Disease, (Washington, D.C.: Association for the Study of Higher Education, 1983), pp. 5-17, 24-53.

*Ann F. Austin and Zelda Gamson, Academic Workplace: New Demands, Heightened Tensions, (Washington, D.C.: Association for the Study of Higher Education, 1983), pp. 11-45.

*J. P. Powell, E. Barrett and V. Shanker, "How Academics View Their Work," Higher Education, 12 (June, 1983), pp. 297-313.

*Mary Zey-Ferrell and Paul Baker, "Faculty Work in a Regional Public University," Research in Higher Education, 20 (No. 4, 1984), pp. 399-426.

Recommended reading:

Billie Dzeich and Linda Weiner, The Lecherous Professor: Sexual Harrassment on Campus, (Boston: Beacon, 1984).

Walter Gmelch, et al., "Sources of Stress in Academic: A National Perspective," Research in Higher Education, 20 (No. 4, 1984), pp. 477-490.

Sheila Slaughter, "The Danger Zone: Academic Freedom and Civil Liberties," Annals of the American Academy of Political and Social Science, 448 (March, 1980), pp. 46-61.

Bonnie Cook Freeman, "Faculty Women in the American University: Up the Down Staircase," in P. G. Altbach, ed., Comparative Perspectives on the Academic Profession, pp. 166-189.

Lilli Hornig, "Untenured and Tenuous: The Status of Women Faculty," Annals of the American Academy of Political and Social Science, 448 (March, 1980), pp. 115-125.

March 25: Beyond the Work Role: Faculty as People and Citizens

Required reading:

*Martin J. Finkelstein, The American Academic Profession, pp. 155-178.

*Martin Trow, ed., Teachers and Students, (New York: McGraw-Hill, 1975), pp. 1-38.

*E. C. Ladd and S. M. Lipset, The Divided Academy: Professors and Politics, (New York: McGraw-Hill, 1975), pp. 37-148, 169-200.

Recommended reading:

Charles Anderson and John Murray, eds., The Professors, (Cambridge: Mass.: Schenkman, 1971), pp. 153-186.

Logan Wilson, American Academics: Then and Now, pp. 122-143.

Michael Faia, "The Myth of the LIberal Professor," Sociology of Education, 47 (Spring, 1974), pp. 191-202. (Also, reply Lipset and Ladd, pp. 202-213.)

S. M. Lipset, "The Academic Mind at the Top: The Political Behavior and Values of Faculty Elites," Public Opinion Quarterly, 46 (1982), pp. 143-168.

April 15: Unions and Professional Organizations

Required reading:

*Lionel Lewis and Michael Ryan, "The American Professoriate and the Movement Toward Unionization," in P. G. Altbach, ed., Comparative Perspectives on the Academic Profession, pp. 191-212.

*Richard Hartnett, "The ABCs of Faculty Collective Bargaining: Projects of American, British and Canadian Directions in the 1980s," International Journal of Institutional Management in Higher Education, 4 (No. 3, 1980), pp. 221-234.

*Joseph Garbarino, "Faculty Unionism: The First Ten Years," Annals of the American Academy of Political and Social Science, 448 (March, 1980), pp. 74-85.

Recommended reading:

E. D. Duryea and R. S. Fisk, eds., Faculty Unions and Collective Bargaining, (San Francisco: Jossey-Bass, 1973).

E. C. Ladd, Jr. and S. M. Lipset, Professors, Unions and American Higher Education,

F. Kemmerer and J. V. Baldridge, Unions on Campus: A National Study of the Consequences of Faculty Bargaining.

April 22: Education, Socialization and the Professoriate: Focus on Graduate Training

Required reading:

*James Harvey, The Student in Graduate School, (Washington, D.C.: American Association for Higher Education, 1972), pp. 1-66.

*Philip G. Altbach, "Commitment and Powerlessness on the American Campus: The Case of the Graduate Student," Liberal Education, 57 (December, 1970), pp. 562-582.

*Robert Dubin and Frederic Beisse, "The Assistant: Academic Subaltern," Administrative Science Quarterly, 11 (March, 1967), pp. 521-547.

*Sue Vertuli, ed., The Ph.D. Experience: A Woman's Point of View, (New York: Praeger, 1982), any two chapters.

Recommended reading:

Joseph Katz and Rodney Hartnett, Scholars in the Making: The Development of Graduate and Professional Students, (Cambridge: Mass.: Ballinger, 1976).

Pierre van den Berghe, Academic Gamesmanship, pp. 23-34.

David A. Trivett, Graduate Education in the 1970s.

John Chase, Graduate Teaching Assistants in American Universities: A Review of Recent Trends and Recommendations.

David Riesman, "Can We Maintain Quality Graduate Education in a Period of Retrenchment?", in Conflict, Retrenchment and Reappraisal: The Administration of Higher Education, pp. 37-64.

Bernard Berelson, Graduate Education in the United States.

April 29: Comparative Perspectives: The Academic Profession in Industrialized Societies

Required reading:

*Ladislav Cerych and Guy Neave, "Structure, Promotion and Appointment of Academic Staff in Four Countries: Recent Developments" (European Institute of Education, 1981), entire paper.

*Guy Neave, "The Changing Face of the Academic Profession in Western Europe," European Journal of Education, 18 (No. 3, 1983), pp. 217-228.

P. G. Altbach, ed., Comparative Perspectives on the Academic Profession, pp. 9-67, 92-124.

Recommended reading:

William K. Cummings, "Understanding Behavior in Japan's Academic Marketplace," Journal of Asian Studies, 34 (February, 1975), pp. 313-340.

A. J. Engel, From Clergyman to Don: The Rise of the Academic Professor in 19th Century Oxford, (Oxford: Oxford University Press, 1983).

Fritz Ringer, The Decline of the German Mandarins: The German Academic Community, 1890-1933, (Cambridge, Mass.: Harvard University Press, 1969).

A. H. Halsey and Martin Trow, The British Academics, (Cambridge, Mass.: Harvard University Press, 1973).

T. Blackstone and O. Fulton, "Men and Women Academics: An Anglo-American Comparison," Higher Education, 3 (April, 1974), pp. 119-140.

May 6: Comparative Perspectives: Professors in the Third World

Required reading:

P. G. Altbach, ed., Comparative Perspectives on the Academic Profession, pp. 125-165.

*Pierre van den Berghe, Power and Privilege at an African University, (London: Rougled and Kegan Paul, 1973), pp. 71-146.

Recommended reading:

Suma Chitnis and P. G. Altbach, eds., The Indian Academic Profession, (Delhi: Macmillan, 1979).

Rapee Suvanajata, The Thai Professorial Role, Bangkok: National Institute of Development Administration, 1975.

Gino Germani, "The Professor and the Catedra," in Joseph Maier and R. W. Weatherhead, eds., The Latin American University, pp. 205-218.

Daniel J. Socolow, "The Argentine Professoriate: Occupational Insecurity and Political Interference," Comparative Education Review, (October, 1973), pp. 375-388.

May 8: (Wednesday) Perspectives on the Profession: Presentation of Research Findings

(Final essay examination to be given out--due by 4 p.m., Monday, May 13, (No extensions possible)

Addendum: Methodological Perspectives

(The following items may be useful in preparing for interviews and ethnomethodological research generally)

Harriet Zuckerman, "Interviewing an Ultra-Elite" in H. Zuckerman, Scientific Elite, pp. 256-279.

David Riesman, "Some Observations on the Interview in the "Teacher Apprehension Study," in Paul Lazersfield and Wagner Thielens, Jr., The Academic Mind, pp. 266-370.

S. A. Richardson, B. S. Dohrenwend and D. Kline, Interviewing: Its Forms and Functions.

Leonard Schatzman and Anslem Straus, Field Research, Chapters 5, 6, and 7.

R. Gordon, Interviewing: Strategy, Technique and Tactics.

R. K. Merton, M. Fiske and R. Kendell, The Focused Interview.

H. W. Kincaid and M. Bright, "Interviewing the Business Elite," American Journal of Sociology, 63 (1967), pp. 304-311.

L. A. Dexter, Elite and Specialized Interviewing.

UNIVERSITY OF PITTSBURGH

PROGRAM IN HIGHER EDUCATION

Higher Education 348: The Professoriate Fall Term, 1985

SYLLABUS

Instructor: Dr. John C. Weidman
5S35 Forbes Quadrangle
624-1386 (office); 363-0642 (home)

This seminar deals with the faculty in colleges and universities. Particular attention is paid to the historical evolution of the professoriate; to characteristics of faculty, including attitudes, values, and academic behavior; and to faculty careers, especially as they are related to the establishment of academic reputations, movement among institions, satisfaction, and career conflict. Contrasts are drawn between the status of the professoriate in the United States and other countries.

Required text:

Finkelstein, Martin J. The American Academic Profession. Columbus: Ohio State University Press, 1984.

All required reading is on reserve in Hillman Library. In addition to completing the required reading and participating in class discussion, each student will be required to submit a term paper on a course-related topic. An in-class presentation of the term paper is also required.

Course Outline

I. The Modern Academic Role
- A. The Institutional Career
- B. The Academic Discipline or Field
- C. A Demographic Portrait

Required Reading

Finkelstein, Martin J., The American Academic Profession, Chapter 1, "Introduction;" Chapter 2, "The Emergence of the Modern Academic Role;" and Chapter 3, "A Demographic Portrait of the Contemporary Academic Profession."

II. The Structure of the Academic Profession
- A. The Intellectual Basis
- B. Faculty Roles
- C. Contemporary Problems

Required Reading

Altbach, Philip G., Comparative Perspectives on the Academic Profession (New York: Praeger Publishers, 1978), "Introduction."

Dill, David G. "The Structure of the Academic Profession: Toward a Definition of Ethical Issues." Journal of Higher Education 53 (May/June 1982): 255-267.

Light, Donald T. "Introduction: The Structure of the Academic Professsion." Sociology of Education 47 (Winter 1974): 2-28.

III. The Academic Career
- A. Recruitment into the Professoriate
- B. The Normative Context
- C. Career Advancement
  - 1. In the institution
  - 2. In the academic field or discipline
  - 3. The acadmic reward structure
- D. Job Mobility

Required Reading

Finkelstein, The American Academic, Chapter 4, "The Academic Career."

Freeman, Richard B. "The Job Market for College Faculty." Pp. 63-103 in Darrell Lewis and William Becker (Eds.), Academic Rewards in Higher Education (Cambridge, MA: Ballinger, 1979).

Tuckman, Howard P. "The Academic Reward Structure in American Higher Education." Pp. 165-190 in Lewis and Becker, Academic Rewards.

IV. Faculty at Work: Research
- A. Publication Activity
- B. The Social Process of Research

Required Reading

Blackburn, Robert, Charles Behymer, and David Hall. "Research Note: Correlates of Faculty Publications." Sociology of Education 51 (April 1978): 132-141.

Finkelstein, The American Academic, Chapter 4, "Faculty at Work," pp. 87-105.

Ladd, Everett C. "The Work Experience of American College Professors: Some Data and an Argument." In Current Issues in Higher Education - 1979 , No. 2, "Faculty Career Development" (Washington, DC: American Association for Higher Education, 1979).

V. Faculty at Work: Teaching
- A. Goals and Practices
- B. Effectiveness
- C. Faculty-Student Interaction
- D. The Relationship of Teaching and Research

Required Reading

Bess, James L. "The Motivation to Teach." Journal of Higher Education 48 (1977): 243-258.

Feldman, Kenneth A. "The Superior College Teacher from the Students' View." Research in Higher Education 5 (1976): 243-288.

Finkelstein, The American Academic, Chapter 5, "Faculty at Work," pp. 105-129.

Gaff, Jerry G. and Robert Wilson. "Social Psychological Accessibility and Faculty-Student Interaction Beyond the Classroom." Sociology of Education 47 (Winter 1974): 74-92.

VI. Faculty at Work: Institutional Citizenship
- A. Participation in Innovation
- B. Faculty Governance
- C. Job Stress and Satisfaction

Required Reading

Current Issues in Higher Education - 1979, No. 6, "Tenure" (Washington, DC: American Association for Higher Education, 1979), all.

Finkelstein, The American Academic, Chapter 5, "Faculty at Work," pp. 129-153.

VII. Beyond the Work Role
- A. Family Life and Leisure
- B. Religious Orientations
- C. Professorial Politics

Required Reading

Finkelstein, The American Academic, Chapter 6, "Beyond the Work Role: Faculty as People and Citizens."

VIII. Women and Minority Faculty
- A. Status of Women Faculty
- B. Status of Minority Faculty
- C. Salary Differentials
- D. Performance Differentials

Required Reading

Finkelstein, The American Academic, Chapter 7, "Women and Minority Faculty."

IX. Comparative Perspectives on the Professoriate
- A. Great Britain
  - 1. Institutional framework
  - 2. Professional ethos
- B. Italy
  - 1. The chair system
  - 2. Academic careers
- C. Latin America
  - 1. Traditional images
  - 2. Attempted changes

Required Reading

Altbach, Comparative Perspectives, Chapter 1, "Gentlemen and Players: The Changing British Professoriate," by Gareth Williams; Chapter 2, "The Robed Baron: The Academic Profession in the Italian University," by Guido Martinotti and Alberto Giasanti; and Chapter 7, "The Latin American Professoriate: Progress and Prospects," by Richard Pelczar.

X. Issues
A. Career Conflict
B. Career Development
C. Ethics

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2. Characteristics of Faculty in Colleges and Universities in the United States

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3. Faculty Careers

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4. Professors of Education

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5. Institutional Reputation

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Tidball, M. Elizabeth & Vera Kistiakowsky, "Baccalaureate Origins of American Scientists and Scholars," Science 193 (20 August 1976):

Webster, David S., "Advantages and Disadvantages of Methods of Assessing Quality," Change (October, 1981): 20-24.

The University of Michigan
Center for the Study of Higher Education

THE COLLEGE AND UNIVERSITY PROFESSOR

G-609

Robert T. Blackburn Fall, 1984

This course focuses upon the existing data and theory on college and university faculty. The course considers how recruitment to the profession occurs, the socialization processes involved in the preparation of future professors, the labor market, the nature of the work they perform, their relationships to other subgroups (students, administration, and colleagues), the frustrations and rewards of the occupation-in short, the life cycle and lifestyle of academics. As the variables that relate to differing faculty behavior patterns emerge, various theoretical frameworks suggest themselves.

The course has value for existing and prospective faculty members in institutions of higher education, for current and administrators, and for those interested in the sociology of work and occupants.

I. Course objectives

Within the contextual framework described above, the student is expected to:

(1) know and understand current research findings on faculty;

(2) identify variables relating to and accounting for faculty behavior;

(3) design and critique research studies relating to the study of faculty;

(4) propose and evaluate solutions to problem situations involving faculty behavior;

(5) recognize the strengths and shortcomings of various theoretical models relating to faculty.

II. Readings

A course pack (CP) has been prepared to supplement the book (Finklestein). There are many works which deal with significant dimensions of the faculty role. Those single (*) asterisked are on reserve in the Undergraduate Library. Double asterisked (**) are on reserve in the School of Education's 3rd floor resource center (ISS). Articles in regular journals are not on reserve. A selected bibliography

appears at the end of this syllabus. A separate handout of dissertations needs to be consulted for references not in the bibliography. Not listed are novels and short stories, a humanistic way of gaining insight into academic people. Read a novel or two while taking the course. (See separate handout for recommendations.) For example, along with Topic 9 on interrelationships, May Sarton's The Small Room and Lionel Trilling's "Of This Time, of That Place" capture student-faculty interactions at a depth scientific studies are unable to attain.) See Kramer* and Peters.**

The asterisked readings are to be done prior to the class session dealing with the topic. The other (listed but non-asterisked) readings are highly recommended and have been selected from an extensive bibliography. (See index cards.)

Class discussion will focus around the questions raised in the readings. Some queries have been included in the outline below. Class members are obligated to participate.

III. Assignments and Grading Criteria

There are three principal assignments that go in to determining the course grade:

A. Two short papers - no longer than 5 (double-spaced) typed pages. The questions are listed in Sessions 3, 6, 9, and 11. You must do the first paper (Session 3) and then one of the other three assignments. Assertions made are to be documented with appropriate citations. The papers are due the class session following that on which the topic is assigned, i.e., Session 4 and either 7, 10, or 12.

B. Participation in one of the four or five seminar sessions (6, 7, 8, 10, and 12). You and your colleaques will decide how the topic will be divided and how presentations will be made. Your portion of the seminar will consist of a written outline of the main points you will make, generalizations, charts or tables,..., and a detailed bibliography of research literature. Ditto stencils will be provided if you want them. Your materials are to be distributed to class members one week prior to your seminar session.

C. Either a research project or else a major paper.

Option 1 - Reserch Project

A pilot research project on faculty is undertaken. A proposal (hypothesis, data sources, and analysis plan) is submitted as early in the term as possible. Discussions, revisions,...and approval follow. The report is due the date of the course's last meeting.

Options 2 - Major Paper

Define a faculty issue and prepare a preliminary bibliography on the problem. Additional readings (a couple of books, reports, whatever is appropriate) will be assigned that will take different points of view. A paper (20-25 pp.) critiquing the literature and arguing for a position on the issue follows. The paper is due the date of the course's last meeting.

Both options require a one-page single spaced (500 word) abstract and your references reproduced to distribute to all class members. Ditto copies can be run in CSHE.

Grading

The relative weights of parts A, B, and C are approximately 2::2::5.

IV. Sessions, Topics, and Readings

Session

1 Introduction

Personal Resources (class members and instructor)
Aims of the Courses
Material Resources (Libraries, Index Cards, Dissertations, ERIC, ISS, RTB files, student projects,...)
Protocol
Assignments and Expectations

2. An Historical Perspective and Some Theoretical Frameworks

Ben-David* and Touraine* (and also Ashby) provide the best views of U.S. higher education from a comparative perspective. (This is a large order for one week. Start now and complete by mid-term.) Veysey* gives a good history of the founding of the U.S. University (circa 1900). Allan, Creutz, Gruber, Kennedy, Orr, and Tobias are each specialized studies of historical periods. (Finklestein: 7-31)

A theoretical framework is in the CP. (Blackburn, '84)

Class (Select seminar topic)

What factors about faculty appear to remain constant over time?

What factors about faculty appear to change over time?

3 Demographics--SES, Religion, Numbers, Age,...

The Blackburn and Booth** data on SES and religion come from the Carnegie national surveys, as does the Steinberg* on Jews and Catholics and the Feldman* on women. Greeley's* on Catholics is from NORC. (Read at least one of the three asterisked readings along with Blackburn and Booth for class.)
(Finklestein: 33-41)

Class

In what ways does SES affect a professor's performance?

What are the consequences of "no present religion" on faculty impact on students?

Where are the Protestants going?

Why are there such marked differences between faculty backgrounds across institutional types?

Assignment (1)

Age, parental SES, race, religion raised, and gender are variables related to faculty behavior. They are also factors over which the individual has no control. Develop an argument and cite sources to demonstrate that these variables still are important for an administration to deal with as it institutes a faculty development program.

4. Graduate School-- Didactic Instruction, Certification, Apprentice Instruction, and Sponsorship

Katz and Hartnett* give the basic data on the graduate school process and the social stratifiction system. Breneman** offers an interesting economic interpretation of faculty departmental behavior vis-a-vis graduate student non-success. Cameron & Blackburn have a study of sponsorship. Conrad & Blackburn have a review of institutional ratings (CP.) (Finkelstein: 43-51.)

Class

Are the criteria used for judging department, school, college, and university excellence ("quality") valid?

If a teaching experience were to be required for every Ph.D., how should its effectiveness be assessed? Who should provide the instruction?

Should Ph.D output be restricted? By whom?

5 Commitment, Solidarity, and Identity Cycles--the Academic Market Place (Inbreeding and Mobilty)

Cartter* presents the best data and projections. Blackburn & Havighurst**; and Blackburn, Chapman, and Cameron have data on faculty careers (CP). Read Hoff prelim for future needs.** (Finkelstein: 51-85).

Class

How does the current tight market affect mobility across institutional strata?

In about a dozen years, the retirement rate should change from the less than one percent per annum to about seven percent. How should Ph.D. productivity be programmed to deal with this rapid shift?

6 The Nature of Academic Work--Teaching and Workload

SEMINAR ASSESSING FACULTY PERFORM-ANCE

Blackburn 1974** gives a general overview of the topic. B. Clark (1963)**; Klapper; Lazarsfeld & Thielens*; and Parsons & Platt** discuss faculty in a comprehensive way. (Read one from this set.) Bowman (1938)* and L. Wilson (1942)*--classic works--give earlier overviews. More detailed analyses of work and workloads can be found in Blau*.

General works on the teachings role are in Hildebrand & Wilson**, Trow*, and Bess.** Detailed studies on teaching consequences, assessment of performance, student, peer, administrative and self-ratings are in Blackburn & Clark (two tables in CP), Hoyt (#6)**, Hoyt (#7)**, and Sherman & Blackburn. Cohen's dissertation is an excellent update as is Menges (in Chickering*) on teaching. (Read at least one from this last set.) (Finkelstein: 87-96; 105-120)

Class

What are the criteria for judging teaching effectiveness? To what degree is there agreement on them? What constitutes evidence of effective teaching? Who should judge it?

If teaching is as related to personality as Sherman & Blackburn find, can professors be expected to change their performance?

How can faculty be such poor judges of their own performance? (See Blackburn & Clark.)

Assignment (2)

What can be concluded about the stability of student ratings of faculty teaching over time? Do they vary more than by chance fluctuations? As a consequence of the course taught? Other variables? What about faculty motivation to teach? Does it change? Go through phases? What evidence does a promotion committee need to be confident that Assistant Professor A teaches well enough to be promoted and granted tenure?

7 Academic Work--Scholarship and Research, the Creative Output

SEMINAR REWARDS AND FACULTY DEVELOPMENT

Read the Blackburn, Behymer, Hall article (CP). Tuckman* has an important economic interpretation of faculty behavior as are parts of Lewis & Becker (eds)* book. See Baldwin & Blackburn and Blackburn et al.**; also Chickering & Havighurst and Linquist, both in Chickering* on faculty development. (Finkelstein: 96-105; 120-127.) (Dykes & Blackburn: (CP).) (Pellino, Blackburn, & Boberg: CP).)

Class

What environmental strategies are available to administrators to enhance faculty creative efforts?

What constitutes creative work by faculty? How should activities other than the standard ones (published article in a journal) be judged? By whom?

Are faculty in community and liberal arts colleges superior teachers to those in universities who are heavily engaged in research?

8 Academic Work--Service (Governance, Collective Bargaining, Counseling, Consulting, etc.

SEMINAR THE FUTURE OF COLLECTIVE BARGAINING

Baldridge*, B. Clark (1961), Eckert, and Mortimer give the more comprehensive views on faculty participation in governance. (Read at least one.) Lindquist & Blackburn (1974) represent a case study of an institution. Lanning and Blackburn (CP) have a study on faculty as consultants. (Finkelstein: 127-142)

The Wisconsin Law Review contains critical legal aspects on collective bargaining. Garbarino*; Kemerer and Baldridge*; and Ladd & Lipset* deal with larger (but mostly attitudinal rather than behavioral) studies. Birnbaum* has a new approach to bargaining.

Class

How can the time faculty spend in governance be justified on a productivity and/or efficiency basis?

Of the various models of faculty governance, which model is best supported by empirical data with respects to its effectiveness.

In what ways, if any, is unionization a threat to professionalization? (Consider other occupations that are organized.)

The union become a new organization within an organization. What can be predicted about its behavior in terms of maintenance and growth?

Why are administrators so overwhelmingly opposed to collective negotiations?

What factors leads a faculty to move to organize for bargaining?

9 Faculty Relationships with Students, Administrators, and Colleagues

There are many student-faculty studies in different settings (community college, liberal arts college, university) and at different levels (under-graduate and graduate). Read one from the set of Gamson or Thielens or R. Wilson et. al.* or Gaff & Gaff (in Chickering*). See Wilson* on administrator-faculty relations. Anselm's dissertation sheds light on faculty and staff relations.

Class

Why is it that faculty so often tend to disparage administrators, especially when most were their former colleagues?

What characterizes those faculty who have the closer relationships with students?

Do close student-faculty relationships have a significant impact? On what?

Assignment (3)

By now you have read a variety of kinds of faculty studies - historical documents, surveys, experimental pieces, interviews, case studies, etc. In what ways do the novel(s) and short-stories you have read add to our understanding of college and university professors? In what ways does fiction fall short? Document your paper by juxtaposing the fictional incidents with the "scholarly" evidence.

10 Academic Freedom, Tenure, and Ethical Behavior

SEMINAR Hofstadter & Metzger (1969) and Metzger (1969*, 1973) have the classical and historical presentation on academic freedom and tenure. (One of those should be read.) Blackburn (1972)** collects the evidence on tenure and faculty performance. Also read Ging** or Kallio** prelims. (These should be read.) Van Alstyne and Brewster have given the best defenses of tenure in light of the current attacks on the system. Blackburn (1967) has analyzed faculty ethical behavior. Dill's collection includes more than faculty.

Class (Select country on which to be an expert; see session 13)

Should there be tenure quotas? If so, what should they be? and why?

How is academic freedom related to the First Amendment?

Some have said that if everyone has tenure, then no one has it --i.e., the concept disappears. Discuss this position.

11 Faculty Personal Attributes--Attitudes, Satisfaction, Typologies, Economic Status, Health, Family, etc.

Gouldner (1957, 1958) is the classic faculty type study, and there have been several since. (E.g., see Blackburn (1973) and Lanning(CP).) Marsh & Stafford and the Summer issues of the AAUP Bulletin give economic data. Ladd & Lipset* give political behavior. M. Clark and Blackburn (CP) studied faculty performance under stress as it is altered by personalty characteristics. Boberg has a stress and coping study. So do Blackburn, Horowitz, and Edington (CP). (Finlelstein: 142-177).

Class

Why classify faculty?

Why are the faculty correlates with satisfaction (productivity, for example) all so low?

What meanings can be given to the terms "liberal" and "conservative" that Lipset and Ladd use so often?

Assignment (4)

Examine the evidence on stress and performance on the job, the apparent contradictory claims about stress' deleterious consequences on the one hand and on the other hand its necessity in order to maximize productivity. Then take a position as

administrator as to how the work environment should be structured so as to produce the outcomes you desire. Cite sources for your stand.

12 Minorities and Women--Affirmative Action at the Faculty Level

SEMINAR With the exception of blacks, little research exists on the other minorities. Bowles & DeCosta*, and Daedalus (Summer, 1971) have data on blacks. The Carnegie Commission*, Feldman*, Kanter, Rossi and Bernard (in Chickering*) have studies on women. The Carnegie Council*, Lester*, and Sowell (1976) enter the affirmative action controvesy over quotas, goals, negative consequences, etc. Read from one work on blacks, one on women, and either Lester or Sowell. Elmore & Blackburn have a study of black faculty in white institutions, Blackburn & Schluckebier have one of TBIs and TWIs in the South (CP), and Blackburn & Carter on careers (CP).) (Finklestein: 179-219).

Class

What is known about the pool of minority and female candidates for academic positions?

What faculty variables are critical for effective job performance? Which are manifest? Which latent?

What are defensible faculty mixes?

13 Comparative Studies - Faculty in Other Countries

One way of better detecting first principles is to examine how people in other cultures lead their lives and organize their institutions. Basic assumptions then become discernable. This session will be used as a way of summarizing the reading of the course on U.S. academics. Read Altbach* and/or Higher Education, Vol. 6, No. 2, May, 1977.

An all class colloquium will be organized during Session 10.

(Finklestein: 221-226)

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SETON HALL UNIVERSITY

COLLEGE OF EDUCATION AND HUMAN SERVICES

AD 610 ORGANIZATION AND GOVERNANCE OF HIGHER EDUCATION

SPRING 1988

Instructor: Dr. Martin Finkelstein
McQuaid Hall, Rm 201
761-9000, ext 5116

COURSE OBJECTIVES AND ORGANIZATION

This course focuses on how colleges and universities as organizations make operational and policy decisions, i.e., how they govern themselves. In fashioning the course, the instructor has been guided by three principal underlying assumptions:

1. The policy and operational decisions of colleges and universities and the process of making those decisions have been increasingly influenced (if not appropriated) over the past twenty years by groups and agencies external to the campus. Therefore, to understand academic governance one must be aware of external influences as well as the activities of internal campus constituencies (e.g. faculty, students, administrators, and trustees);

2. Current governance practices in colleges and universities (a) have long historical roots in academic tradition, and (b) have roots in the peculiarities of colleges and universities as "professional organizations." Both these historical traditions and organizational peculiarities are critical for making sense of current practices;

3. Governance practices vary within the self-same institution by decision area (budget; personnel; academic policy)

4. American colleges and universities, while sharing certain organizational characteristics ~~and~~ traditions, are remarkably diverse in other ways, including their pattern of management and governance. Understanding governance of American higher education as a whole requires an awareness of this institutional diversity and its consequences.

Given these guiding assumptions, the course is divided into three parts: Part I (three sessions) focuses explicitly on the role of internal campus constituencies in institutional governance (trustees, central administrators, students, and faculty); Part II (five sessions) focuses on the role of external groups and agencies (including faculty unions, accrediting and other professional associations, foundations, and state and federal government). During each session, we will focus on a single group/agency (internal or external), examining their historic and current roles in governance as well as the bases for those roles. As needed, key concepts will be introduced

(e.g., professional autonomy, academic freedom, etc.) to facilitate analysis of these governance roles. Part III focuses on governance processes in one type of institution (undergraduate liberal arts colleges), in particular those processes involved in grappling with enrollment declines.

The first two sessions will provide a historical and conceptually oriented overview of organization and governance practices past and present, stressing

1. The concept of institutional diversity--the bases of that diversity and consequences for patterns of governance;

2. An historical overview of approaches to governing academic organizations;

3. The introduction of generic concepts and frameworks from organizational theory for the analysis of governance dynamics (e.g., power, authority, bureaucracy, collegiality, interest group dynamics, loose vs. tight coupling).

The final session will attempt to synthesize the understandings of academic organization and governance developed throughout the course.

COURSE REQUIREMENTS

Reading Assignments: Reading assignments will be drawn primarily from the four course texts, supplemented with class handouts and reserve readings.

The texts are:

Birnbaum, Robert (ed), ASHE Reader in Organization and Governance in Higher Education Revised edition. Lexington, Mass.: Ginn Publishing Co., 1984.

Carnegie Foundation for the Advancement of Teaching. The Control of the Campus Washington, D.C.: The Carnegie Foundation for the Advancement of Teaching, 1982.

Cowley, W.H. Presidents, Professors and Trustees. (edited by Donald T. Williams). San Francisco: Jossey-Bass, 1980.

Finn, Chester, Scholars, Dollars and Bureaucrats. Washington, D.C.: The Brookings Institution, 1978.

Weekly reading assignments will average approximately 100 pages. Since the course format will be largely class discussion of the readings, it is imperative that reading assignments for a given session be completed prior to that session.

Examinations: There will be both a midterm (March 17) and a final examination (May 12) with identical formats. Each examination will have two parts: one, specific short essay questions on the readings drawn from among those "questions to guide reading" listed in the syllabus: and two, a long essay response to a question that will be provided early in the semester (approximately 10-12 double spaced typewritten pages). The long essay portion of the midterm examination will be critiqued by the instructor, but not graded; rather, it will serve as a "dry run" for the long essay portion of the final examination. The

"long essays" will be treated as a take home; the short essays must be written in class.

Grading: The "long essay" portion of the final examination will constitute 50 percent of the course grade. The short essays portion of both the midterm and final examinations will each constitute 25 percent of the final course grade.

SCHEDULES OF CLASSES AND TOPICS

January	~~27~~ 21	Introduction: Course Objectives and Requirements
~~January~~	3 ~~28~~	Historical Overview: Diversity in Academic Organization and Governance Past and Present
February	10 ~~4~~	Concepts and Frameworks for the Analysis of Governance
February	~~11~~	Trustees and Presidents
~~February~~	3 ~~19~~	The Faculty
~~February~~	10 ~~25~~	Students and Alumni
March	17 ~~A~~	In-Class Midterm
March	24 ~~11~~	Collective Bargaining - First Draft of Essay Due
~~March~~	7 ~~18~~	Accrediting Agencies
~~March~~	14 ~~25~~	State Government
~~[illegible]~~	~~[illegible]~~	~~[illegible]~~
April	21 ~~15~~	The Federal Government
April	28 ~~22~~	Private Philanthropy and the Higher Education Associations
~~April~~	5 ~~29~~	Organizational Adaptation of Undergraduate Colleges
~~[illegible]~~	~~[illegible]~~	~~[illegible]~~
		Final Draft of Essay Due
May	12 ~~13~~	In-Class Final Examination

COURSE OUTLINE

January 21 Introduction: Course Objectives and Requirements

January 28 Historical Overview: Diversity in Academic Organization and Governance Past and Present

Reading Assignments:

-Carnegie, Chapters I (pp. 3 - 20)
-Cowley, Chapter I (pages 9 - 28)
-Riley and Baldridge, Governing Academic Organizations Chapters 3 (pages 42 - 62) HANDOUT
-Baldridge et al, "Patterns of Management and Governance," in ~~HANDOUT or RESERVE~~.
-Baldridge et al. Policy Making and Effective Leadership. San Francisco, Jossey-Bass, 1978. pages 13 - 99 HANDOUT or RESERVE
-E.D. Duryea, "Evolution of University Organization." In: Birnbaum ASHE Reader in Organization and Governance in Higher Education pages 123 - 140.

Questions to guide reading:

1. On what bases does Baldridge define his concept of institutional diversity?
2. According to the Carnegie Foundation, what is the "inherent tension" that pervades the issue of the control of higher education?
3. According to Cowley, how did the German pattern of organization and governance in the nineteenth century differ from the ideal of a "free republic of scholars"?
4. According to Baldridge, what are the major ways in which governance patterns differ among research universities, private liberal arts colleges, and community colleges?
5. According to Cowley, what were the major differences between the Bolognese and Parisian patterns of organization and governance in the medieval university?
6. Describe the essential features of academic governance at OxBridge in the medieval period.
7. According to Duryea, what were the major stages in the evolution of university organization?

February 11 Concepts and Frameworks for the Analysis of Organization and Governance

Reading Assignments:

-James March. "Emerging Developments in the Study of Organizations." In: The ASHE Reader, pages 53 - 65.

-Baldridge et al. "Alternative Models of Governance in Higher Education." In: Birnbaum (ed). ASHE Reader, pages 11 - 27.
-Karl Weik, "Educational Organizations as Loosely Coupled Systems." In: ASHE Reader, pages 66 - 84.
-Amitoi Etzioni. "Administrative and Professional Authority." In: ASHE Reader, pages 28 - 35.

Questions to guide reading:

1. According to Baldridge, what are the distinguishing organizational characteristics of colleges and universities vis-a-vis other types of organizations?
2. Briefly describe essential features of Baldridge's political model of academic governance.
3. According to Baldridge, how and in what ways is the concept of bureaucracy applicable to an understanding of the dynamics of academic governance?
4. What does Weik mean when he refers to educational organizations as "loosely coupled" systems?
5. How does Etzioni view the conflict between administrative and professional authority in professional organizations?
6. According to March, what are three new developments in the study of organizations?

February ~~17~~ 24 Trustees and Presidents

Reading Assignments:

-David Whetten. "Effective Administrators." Change 16 (Nov/Dec 1984): pages 38 - 43, HANDOUT
-Robert Cleary, "Trustee - President Authority Relationships." In: ASHE Reader, pages 219 - 228.
-Carnegie, Chapter 2 (pages 8 - 11)
-Cowley, Chapter 2 - 3 (pages 29 - 70)
-Mortimer and McConnell, "Central Administrative Leaderships." In: Mortimer and McConnell. Sharing Authority Effectively. San Francisco, Jossey-Bass, 1978. pages 157 - 188. HANDOUT or RESERVE.
-Joseph Kauffman, "The College Presidency: Yesterday and Today." In: ASHE Reader, pages 229 - 237.
-Michael Cohen & James March. "Leadership in an organized Anarchy." In: ASHE Reader, pages 238 - 266.

Questions to guide reading:

1. According to Cowley, what were the historical antecedents of the American lay Board of Trustees?
2. Briefly describe two major patterns of trusteeship in the colonial college.
3. According to Cowley, what were the historical antecedents of the American college presidency?

4. According to Cowley, how and when did present day concepts of the college presidency develop?

5. According to Mortimer and McConnell and the sources they sight (e.g. Clark Kerr), what are the major roles of the contemporary president in college and university governance.

6. According to Cohen & March or according to Whetten, how can administrative leadership operate effectively in an academic organization?

7. According to Cleary, how well defined are trustee-president authority relations? In what areas?

8. According to Kauffman, how has the presidential role changed in the post-World War II period?

March 3
~~February 19~~ The Faculty

Reading Assignments:

-Burton Clark. "Faculty Organization and Authority." In: ASHE Reader pages 267 - 280.
-Cowley, Chapter 4 (pages 71 - 98) and Chapter 10 (pages 199 - 225)
-Baldridge et al, "Patterns of Management and Governance" (pages 71 - 82, 89 - 94) v. HANDOUT for January 28
-"Faculty Governance in the 1980s" Academe 67 (December 198[illegible]): 383 - 386. HANDOUT.

Questions to guide reading:

1. According to Cowley, how well established historically are the bases for faculty authority in student discipline, admissions and degree requirements, curriculum and instruction, faculty appointments and promotion, and administrative selection?

2. How does Baldridge operationally define the concept of faculty "professional autonomy"?

3. How does Bueton Clark characterize the nature of faculty organization and authority in contemporary American universities?

4. How does Cowley characterize the role of the American Association of University Professors in promoting faculty participation in academic governance?

5. How does the AAUP assess the current status of faculty participation in university governance?

March 10
~~February 25~~ Students and Alumni

Reading Assignments:

-Cowley, Chapters 5 - 6 (pages 99 - 144)

-Riley and Baldridge (ed) Governing Academic Organizations, Chapter 16 (pages 239 - 249).
-Earl McGrath, "For and Against Student Participation." In: ASHE Reader, pages 295 - 308.

Questions to guide reading:

1. How does McGrath evaluate the arguments advanced for and against student participation in academic governance?
2. Briefly describe three major avenues through which, according to Cowley, American students have historically influenced academic policy and operations.
3. According to Cowley, what are the major avenues through which American college and university alumni have influenced policy and operations at their Alma Mater?
4. What does Riley mean when he refers to the "formalization" of student authority and influence in academic governance in the mid 1970s?

March 17 Midterm Examination

March 24 Collective Bargaining

First Draft of Long Essay Due

Reading Assignments:

-Baldridge and Kemerer, "Images of Governance: Collective Bargaining vs. Traditional Models
-Riley & Baldridge, pp 252 - 270 HANDOUT or RESERVE
-Other readings to be assigned (e.g. Birnbaum; Yeshiva)
-Kemerer & Baldridge "Senates and Unions." In: ASHE Reader pages 288 - 294

Questions to guide reading:

1. According to Baldridge and Kemerer, what are the essential characteristics and assumptions of the collective bargaining model of academic governance?
2. According to Baldridge and Kemerer, what are the major points of tension between collective bargaining model and more traditional images and processes of academic governance (e.g., shared authority, professional authority, collegiality, etc.)?
3. According to Baldridge and Kemerer, how has the rise of collective bargaining affected the role of academic senates in campus decision making?
4. Additional Questions to be provided

April 7 ~~March 31~~ Accrediting Agencies: Regional and Specialized

Reading Assignments:

-Carnegie, Chapter 4 - 5 (pages 21 - 23)
-Cowley, Chapters 7 (pages 145 - 162)
-Selected North Central Association reports (HANDOUT)
-Kenneth Young, et al. Understanding Accreditation. San Francisco: Jossey-Bass, 1983. Chapters to be assigned (HANDOUT or RESERVE)

Questions to guide reading:

1. According to Cowley, how did voluntary institutional accreditation develop at the turn of the twentieth century?
2. According to Cowley, what are the four major criticisms that have been leveled against the work of voluntary accrediting associations?
3. How does the Carnegie Foundation evaluate the role of regional and specialized accrediting associations in the regulation of higher education?
4. Additional Questions to be provided

April 14
~~March 25~~ State Government

Reading Assignments:

-Carnegie, Chapter 6 (pages 37 - 44)
-Eric Ashby, "The Concepts of Academic Freedom and Autonomy." In: Ashby. Universities: British, Indian, African. Cambridge: Harvard University Press, 1966. (pages 290-296). HANDOUT
-Robert Berdahl. Statewide Coordination of Higher Education Washington, D.C.: American Council on Education, 1971. (pages 5 - 17). HANDOUT
-Cowley, Chapter 9 (pages 186 - 198)
-Martin Trow. "The Public and Private Lives of American Higher Education." In: Daedalus 104 (Winter 1975): 113 - 127. HANDOUT.
-Education Commission of the States. Challenge: Coordination and Governance in the 1980s In: ASHE Reader, pages 311 - 346.

Questions to guide reading:

1. How does Ashby distinguish between academic freedom and institutional autonomy?
2. How does Berdahl distinguish between "procedural" and "substantive" autonomy?
3. According to ECS, what are six conditions/influences that will be confronting state coordinating/governing agencies in the 1980s?

4. According to ECS, in what ways will statewide planning for post-secondary education have to change in the 1980s?

5. How does Trow distinguish between the "public" and "private" lives of American higher education and what are the implications of that distinction for statewide planning and coordination?

6. According to Cowley, to what extent and in what ways is there historical precedent for a strong state role in American higher education?

7. How does the Carnegie Foundation evaluate the role of state governments in the control of higher education?

April ~~18~~ 21 The Federal Government

Reading Assignments:

-Carnegie, Chapter 7 - 9 (pages 45 - 67)
-Finn, Chapter 1 (pages 1 - 19), Chapters 3 - 6 (pages 45 - 174), Chapter 7 (pages 175 - 199)

Recommended reading:

-Walter C. Hobbs (ed) Government Regulation of Higher Education Cambridge, MASS.: Ballinger, 1979 (Ch 3 - 4).

Questions to guide reading:

1. What are the basic components of federal government expenditures for higher education? And how has the relative emphasis among these components change since the mid 1960s?

2. According to Finn, why has the federal government not developed any systematic, coordinated policy for higher education?

3. What are Finn's major criticisms of current federal student aid programs?

4. According to Finn, what are the three modes in which the federal government "regulates" institutions of higher education? And which of these modes has been the major source of tension between the federal government and institutions of higher education?

5. According to Finn, to what extent and in what ways has higher education managed to pursue self regulation and exempt itself from government regulation? What are the prospects for higher education continuing to do so in the future?

6. How does the Carnegie Foundation evaluate the impact of the expanded federal role in student aid and research support on academic governance?

7. How does the Carnegie Foundation evaluate the governance impact of civil rights/antidiscrimination legislation as implemented by executive branch agencies and the federal courts?

April ~~22~~ 24 Private Philanthrophy and the Higher Education Association

Reading Assignments:

-Cowley, Chapter 8 (pages 163 - 185)
-Lauriston King. The Washington Lobbyists for Higher Education. Lexington, MASS.: Lexington Books, 1975. Selections to be assigned RESERVE or HANDOUT
~~-Other readings may be assigned~~
- Change Magazine (February 1975) on Foundations and

Questions to guide reading:

1. According to Cowley, how has the nature and structure of private philanthropy to higher education changed in the twentieth century?
2. Briefly describe the nature and activities of the Washington Higher Education Associations as described by King.

May 5 3. Additional Questions to be assigned

~~April 29~~ Organizational Adaptation of Undergraduate Colleges

Reading Assignments:

-Kim Cameron "Measuring Organizational Effectiveness in Institutions of Higher Education." In: ASHE Reader, pages 94 - 122.
-Kim Cameron, "Organizational Adaptation and Higher Education." In: ASHE Reader, pages 376 - 394.
-David Whetten. "Organizational Decline: A Neglected Topic in Organizational Science." In: ASHE Reader , pages 427 - 437.

Questions to guide reading:

1. According to Cameron, what are the four major approaches employed in the study of organizational adaptation to environmental change?
2. What does Cameron mean when he suggests that administrators in the 1980s will need to be "janus-like" in their thinking?
3. How does Cameron conceptualize "organizational effectiveness" in institutions of higher education?
4. How does Whetten account for the neglect of "organizational decline" as a topic in management science?

~~May 6 Summary (Long Essay Due)~~

May 12 Final Examination (in-class)

ASHE ERIC

Clearinghouse for Course Syllabi in Higher Education

A group of Association for the Study of Higher Education (ASHE) members are forming a national higher education network for course syllabli. (See box.) The activity, sponsored by ASHE's Committee on Curriculum, Instruction and Learning, promises to be of great benefit to new and experienced teachers in higher education.

If you wish to participate, please send your latest course syllabi to the appropriate members of the network today. These individuals have committed their time and effort toward the following:

- syntheses reviewing course syllabi received with an evaluation of what is happening in each area (e.g., course titles, emphases, major works and resources in use, syllabi,models, trends, observations), along with a few exemplary syllabi to be made available via the ERIC Clearinghouse on Higher Education by the end of 1985
- abstracts for inclusion in an essay on "Course Syllabi as Instructional Resources," to appear in the 1986 edition of ASHE's Instructional Resources Handbook for Higher Education
- updates of the essay/abstract in four years.

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To establish a viable clearinghouse, your help is needed. Please flood members of the network with your course syllabi and suggestions. Help establish a higher education clearinghouse for course syllabi.